

REVISED 3/22/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

Name of Principal: Mrs. Sharon M. Damaré

Official School Name: McKee Road Elementary School

School Mailing Address: 4101 McKee Road

Charlotte, North Carolina 28270-0238

County: Mecklenburg

School Code Number*: 451

Telephone (980) 343-3970

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Website/URL www.cms.k12.nc.us/allschools/mckee E-mail Sharon.Damare@cms.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. James L. Pughsley

District Name Charlotte-Mecklenburg Tel. (980) 343-5139

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Joe I. White, Jr.

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:

89	Elementary schools
31	Middle schools
--	Junior high schools
17	High schools
11	Other
148	TOTAL

2. District Per Pupil Expenditure: \$7,101
 Average State Per Pupil Expenditure: \$8,566

SCHOOL

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	-	-	-
K	74	64	138	8	-	-	-
1	75	76	151	9	-	-	-
2	59	92	151	10	-	-	-
3	83	70	153	11	-	-	-
4	60	71	131	12	-	-	-
5	86	61	147	Other	-	-	-
6	-	-	-				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							871

6. Racial/ethnic composition of the students in the school:
- 86 % White
 - 6 % Black or African American
 - 2 % Hispanic or Latino
 - 6 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year (2003-2004): 7 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	64
(4)	Total number of students in the school as of October 1, 2003	900
(5)	Subtotal in row (3) divided by total in row (4)	.071
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 4%
- 38 Total Number Limited English Proficient
- Number of languages represented: 12
- Specify languages: Vietnamese, Spanish, Indonesian, Chinese, Russian, Mandarin, Arabic, Ghana, German, Korean, Farsi, and Ukrainian

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 48

10. Students receiving special education services: 10 %
86 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>13</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>35</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Emotionally Handicapped	<u>1</u> Developmentally Delayed
<u> </u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>21</u>	<u>1</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>74</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 23

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	96%	95%	94%	%	%
Teacher turnover rate	11%	33%	**46%	11%	20%
Student dropout rate (middle/high)	N/A%	%	%	%	%
Student drop-off rate (high school)	N/A%	%	%	%	%

**Teacher turnover rate for 2001-02 reflects the loss of 20 instructional positions due to the reassignment of approximately 500 children to a new elementary school.

PART III—SUMMARY

McKee Road Elementary School opened in 1989 in the southern part of Mecklenburg County, in Charlotte, North Carolina. The opening of a new elementary school just a few miles away, in 2002, decreased enrollment by approximately 500 students, eliminating the need for twenty-six mobile units. Since then, enrollment has continued to increase. McKee Road Elementary was one of the district's schools closed to transfers by the superintendent, due to the overcrowding.

Built for 630 students, our facility houses approximately 880 students who share the cafeteria, restrooms, gym, and playgrounds. At this point we are bracing ourselves for the next growth spurt, as a new housing development begins construction in our boundaries, bringing 1330 new single-family homes to our area. A new elementary school is projected to open for the 2007-2008 school year, which should provide our school with some relief.

Our school's mission statement is to provide a framework that challenges and motivates students to be lifelong learners and productive citizens. Beliefs supporting this mission include: maximizing student potential is our priority; assessment drives instruction; differentiation meets the needs of all students; flexibility and understanding create a happy school environment; high academic standards and high ethical standards are inseparably connected; every child can learn to be a decision maker and problem solver; and partnerships among the home, school, and community are vital to providing a supportive learning environment.

McKee has continued its strong tradition of academic excellence as evidenced by the 2003-2004 state ABC test data. For the eighth consecutive year, McKee Road has been named a North Carolina School of Excellence. This year a new category was introduced—North Carolina Honor School of Excellence—for those schools having at least 90% of students at or above grade level, meeting state growth standards, and meeting all Adequate Yearly Progress (AYP) targeted goals as part of the No Child Left Behind legislation. McKee was named an Honor School of Excellence.

McKee Road has 93 staff members. Approximately 75% of staff has ten or more years of teaching experience. Seven of our teachers hold National Board Certification, with seven more working toward certification this year. Thirty-three percent of staff has Master's or advanced degrees, well above the district and state average. Losing 500 students to the new elementary school in 2002 resulted in a reduction of nineteen teaching positions. This tremendous change has only increased the continual building of strong relationships among the staff, whereby openness and a willingness to share ideas has truly benefited all students.

Parent involvement is a strong presence in our school and one of our important keys to success. The PTA provides funds for classroom materials, technology, and playground equipment. Our parents volunteer in the classrooms, assisting the teachers and working with small groups of students. This year the PTA has created a new board position for our character education program. They truly work on behalf of all children.

McKee Road has much to be proud of, and each year just gets better. The success of the school is dependent upon strong relationships built among students, staff, and parents. Many opportunities are provided for volunteer activities, professional development, family curriculum nights, and school clubs that will provide leadership training for our students. The positive and professional environment created at McKee Road supports student success at every level and promotes a collegial atmosphere for staff.

PART IV—INDICATORS OF ACADEMIC SUCCESS

Meaning of assessment results:

The North Carolina ABCs of Public Education is an accountability model which sets growth and performance standards for students in grades three through twelve. The North Carolina General Assembly passed this model into state law in 1995. All public schools in North Carolina are held accountable for meeting the standards set in reading and math on state End-of-Grade tests (EOGs) administered each May. Each year growth standards are set to measure the school's progress based on the previous year's scores. The state uses a statistical formula using developmental scale scores from the previous year. In addition, a statewide average growth index is calculated to identify the school's "expected growth" standard for the upcoming year. The same formula is used each year. Schools that exceed "expected growth" by 10% are identified as having achieved "high growth" status.

Achievement levels describe student performance. The state calculates the cut off scores for these achievement levels each year, based upon the entire state's performance. The developmental scale scores fall into one of four achievement levels. Level I, the lowest achievement level, indicates that a student has not mastered grade level material and has insufficient knowledge that would allow movement to the next grade level. Level II indicates that a student has inconsistent mastery of skills. Level III indicates that a student is proficient in the skills needed to move to the next grade successfully. Level IV indicates that a student has superior mastery of grade level skills. Test data is attached on pages 14-19. This data shows the percentage of students proficient at levels III and IV. Schools that have 80-89.9% proficiency are recognized as a North Carolina School of Distinction. Schools that have 90-100% of students scoring at levels III and IV are recognized as a North Carolina School of Excellence. With the addition of the Adequate Yearly Progress (AYP) goals as established by the No Child Left Behind Act of 2001, schools must now meet all targeted AYP goals in addition to meeting the growth standards set by the state, in order to receive the above recognition. A school making high growth and meeting all AYP targeted goals is recognized as a North Carolina Honor School of Excellence, a new recognition category this past year. McKee Road meets all targeted AYP goals and is recognized as a North Carolina Honor School of Excellence, a recognition it has received for two years.

McKee Road Elementary is home to two self-contained autistic classes. The state has developed alternative assessments for children who are considered to have a significant cognitive disability and are assessed three years below grade level or more. Depending upon the severity of the disability and the modifications written in each student's Individual Education Plan (IEP), students are assessed using the North Carolina Alternative Assessment Portfolios (NCAAP) or the Alternative Assessment Academic Inventories (NCAAAI). Teachers are required to keep portfolios of students' work samples. These are then scored using the four achievement levels developed by the state. Last year every autistic student assessed with the NCAAAI scored at achievement level III or IV. This is then factored into the overall proficiency of the school.

Students with English as a second language (ESL) are also eligible to take the NCAAAI assessments, based upon their performance on the Individualized Proficiency Test (IPT). The ESL students at McKee Road score in the intermediate high range. Our students all take the EOGs to measure progress.

State assessment data can be accessed at www.dpi.state.nc.us/accountability.

Using data to Improve Student Performance:

Inherent in our mission statement is the belief that assessment drives instruction. The staff has been trained to utilize multiple assessment strategies in measuring students' progress every step of the way. Pre-assessment strategies are the first step in determining what students know. As lessons are taught, staff utilizes mini-assessments to check for understanding. The district's quarterly assessments in reading and math also provide teachers with data for the monitoring of student progress. Teachers are able to measure progress from one quarter to another by individual student, by class, or by the entire grade level. We also receive district averages for each school so that we can compare our performance to other similarly populated schools. Flexible groups are utilized for acceleration as well as for re-teaching. Adjustments in daily instruction occur through the analysis of this data, as well as through the mini assessments, teacher-made tests, unit tests, and teacher observations. Students performing below grade level standards are provided with a Personal Education Plan (PEP). This plan is developed by the teacher and parent and reviewed quarterly.

What was once considered isolated data is now the property of the collaborative teams. Teachers share their results with one another. When one teacher demonstrates strengths in an area that another may not have, this teacher shares her strategies and offers assistance to her colleagues. Teachers have opportunities to observe one another in order to enhance their own instruction. This allows us to examine our school's program, tells us if we are appropriately pacing instruction, and gives us insight for needed professional development activities.

How School Communicates Assessment Results to Parents, Students, and Community:

Assessment results are communicated to parents through Open Houses, curriculum nights, new parent coffees, the school's website and through parent conferences. Teachers are able to sit down one on one with parents throughout the year to share quarterly assessment results. Teachers offer strategies for use at home to help develop higher level thinking skills. Mid-quarter progress reports and quarterly report cards also keep parents informed of progress.

Our weekly newsletter, the *McKee Mini News*, as well as the PTA's quarterly newsletter, the *McKee Messenger*, communicate assessment results and highlight student achievement. Teachers send home weekly folders giving parents information about their child's progress. Newsletters are sent out at the beginning of each month outlining the curriculum standards and activities. Teachers meet with individual students to share quarterly and EOG results, helping each student to set goals for continuous improvement. Grade level agendas, signed nightly by parents, keep students organized and parents informed of upcoming tests or projects. Frequent phone calls and emails between teachers and parents provide for effective and open communication. When EOG results are released in May, parents receive individual student reports detailing growth from one year to the next in reading and math. *Character Counts* is a monthly communication sent to parents, written by parents. The principal sends out communications and writes columns for the above publications.

The community receives assessment results through media releases, the district's website, special sections to the daily newspaper, the district's cable channel, and through the annual school report cards published by the North Carolina Department of Public Instruction (NCDPI). These annual school report cards are available online at the DPI website. The community can also review other schools' report cards from across the state of North Carolina. Links are provided on the school's website and published in newsletters. School tours are available weekly for anyone wishing to learn more about our school.

How McKee Road Elementary Will Share Successes With Other Schools:

McKee Road Elementary School has been a leader in academic achievement and excellence since opening. Visitors to our school come from within the district, as well as from other counties. We provide certified mentors for staff in other schools when the need exists. Our staff also networks with teachers in other schools to exchange ideas and gather new strategies that will enhance their present level of performance. Our principal has served as a mentor to new principals in the district.

Monthly principal meetings allow for the sharing of ideas among schools. McKee Road's principal highlighted the mathematics program at the January 18, 2005 meeting. Several teachers went with her to the meeting to share effective practices that are impacting student achievement in our school. Schools in our district also share assessment data each quarter and principals share these successes with colleagues.

The principal and other staff have presented at local, state and national conferences. In addition, teachers at our school are frequently asked to present at central office in-service activities held throughout the year on designated teacher workdays. McKee Road is being recognized as a model school as we implement phase two of a pilot character education grant. We have been asked to take our character education program to a national level to share with other educators as a model.

We are proud to have the district's Gifted Teacher of the Year and the district's Exceptional Children's Teacher of the Year on our staff. Many of our teachers have earned National Board Certification. One staff member is now published in the *Journal of the North Carolina Academy of Science*. These teachers are called upon to assist other teachers in the district and have received recognition in the newspaper and in system publications. Our doors are always open, and our staff is eager to share their hard work and team spirit with others.

PART V—CURRICULUM AND INSTRUCTION

The School's Curriculum:

Our total curriculum is based upon the goals and objectives outlined in the *North Carolina Standard Course of Study (NCSCOS)*. This document provides the objectives students are expected to master as they move through the grades, K-12 in the areas of literacy, math, social studies, science, health, physical education, art, music, technology, and media. The core subject areas of literacy, math, science, and social studies have quarterly pacing guides. Assessments in reading and math are aligned with the objectives in the NCSCOS.

Literacy skills form the foundation for learning in all other content areas. The curriculum spirals from grade to grade and seeks to develop comprehension skills through the areas of cognition, interpretation, critical stance, and connections. Writing is an important component within the literacy curriculum as students learn how to move through the writing process successfully. Teachers utilize *Bloom's Taxonomy* in developing higher level questioning strategies in literacy, as well as in all other content areas.

Our state math curriculum was reorganized into five strands: numbers and operations, measurement, geometry, data analysis and probability, and algebra. Again, this is a spiraling curriculum with a strong emphasis on problem solving. Our district adopted the Scott Foresman Series this year. The program was chosen for its ability to address all learners through a rich variety of materials. Technology is a major part of this adoption, with many online applications for enrichment as well as remediation. Parents are able to access the program online as well for additional practice and reinforcement of concepts at home.

Science and social studies are integrated into literacy and mathematics. Our science program is inquiry based. Teachers use manipulative kits and connected expository literature to teach objectives. Science lends itself nicely to math as students continue to develop skills in measurement, data analysis, and probability. Fieldtrips supplement the social studies curriculum as students visit neighborhoods, places of business, historic places in our county as well as throughout our state. Vocabulary development, reasoning skills, and decision-making are incorporated into content areas. Poets, storytellers, dance troupes, and singing groups weave curriculum standards through their presentations. In addition, these cultural arts events encourage students to look at diversity within our society.

Team planning, special programs and extra-curricular activities are the cornerstones to this successful integration. The special area teachers plan with the K-5 teachers to integrate objectives to support classroom instruction. Art appreciation, a school chorus, and winning entries in the national PTA's Reflection's Program enhance student's appreciation for the arts. Physical education stresses living a healthy lifestyle and being physically fit. Family Fun and Fitness Nights are always well attended. The media specialist plans collaboratively with teachers in order to maximize use of the school's resources. The school psychologist offers test taking strategies groups, peer mediation, conflict resolution, and social skills. Technology enhances all areas of our curriculum. Recently upgraded with eighty-six new computers, students have a variety of programs that will challenge them to reach the next level of learning. Internet learning has become an important part of the school's program, through the use of web quests, virtual fieldtrips, and expanded research options. All classrooms have computers and are networked.

Exceptional children are provided services in the classroom through the collaborative practices of our talent development and learning disabilities teachers. Our gifted students receive services through the Talent Development Program (TD). The TD teacher attends weekly planning sessions and provides a team teaching model as she collaborates with teachers. The special education teacher utilizes inclusionary practices. She team-teaches and models appropriate accommodations and modifications for those students needing extra learning support. She provides support as teachers develop instructional strategies based upon each child's individual education plan.

School's Reading Program:

The district adopted the *Open Court Reading Program* in 1999. This program was chosen for its strong emphasis on phonics and explicit instruction in the lower grades, as well as for its focus on higher level thinking skills and quality literature in the upper grades. Ongoing visits with an Open Court consultant throughout the year helps teachers to tailor the program to meet the needs of McKee Road's boys and girls.

In every grade, there is a daily two-hour literacy block. Direct instruction is focused on decoding skills and comprehension strategies. The teacher then begins work with small groups to provide further focused instruction on identified goals and objectives. Students are engaged in activities such as literature circles, novel studies, research projects, technology, Writer's Workshop, Reader's Theatre, writing, Paideia Seminar, and independent reading. *WordMasters*© is a program used in the upper grades to encourage vocabulary skills. The spelling program is enhanced through the study of the 1020 most frequently used words in the English language. Literacy classes are flexibly grouped. The *William and Mary Curriculum*, developed by the Center for Gifted Education at the College of William and Mary, emphasizes strong development of thinking skills and reasoning strategies for high achieving students in our accelerated classes. Many of the structures within this program, such as the Literature Web and Paul's Reasoning Model, have been utilized in our other classes as well. The special education teacher uses *Corrective Reading* and *Reading Mastery* programs. Inclusionary practices also support our reading program.

The *Accelerated Reader* program supports Open Court and has fostered the love of reading in grades 1-5, as students are able to choose books to read independently. They then take a computerized test to measure their level of comprehension. The *Paths to Achieving Literacy Success Program* (PALS) is offered to first grade students needing extra support. School wide, all students are expected to read nightly and complete reading logs.

School's Character Education Program:

McKee Road is one of twenty-five pilot schools participating in a federally funded character education grant. The purpose of this grant is to implement a character education program for students that is integrated into classroom instruction and incorporates parental and community involvement. The building of significant relationships among staff, students, and parents enhance our level of academic achievement and continuous growth. Character education is integrated in our reading program. It supports the development of higher-level thinking and reasoning skills, decision-making, and problem solving. Parents hold "character chats" within classrooms each month. Our school cafeteria has been renamed the "Character Café." Students' work reflecting character education is displayed throughout the school.

A grade level team and our technology facilitator have developed a project in conjunction with Habitat for Humanity. This project provides for integration of character education throughout all content areas. The children recently met the family who will be moving into the house. Staff have rolled up their sleeves and provided labor on the weekends. We have been asked to take this project to a national level. McKee continues to partner with Berryhill Elementary, a school of extreme poverty in our district. Our Student Council and PTA facilitate clothing drives, book fairs, assistance at Christmastime, faculty snacks for Berryhill's staff, and a tutoring program. We have been asked to discuss our partnership at the Mayor's Mentoring Alliance luncheon as we help other schools to develop a model. Our PTA Board has also created a position for a character education parent liaison this year. Character education brings together our students, parents, and community in a collaborative and caring way. Character education in action can be seen throughout our school.

Instructional Methods Used to Improve Student Learning:

In order to meet the variety of needs and the various learning styles of students, our teachers differentiate instruction based upon ongoing analysis of assessment data. Assessment drives all instruction. Teachers utilize whole group instruction to introduce concepts, then move to small groups in order to focus more closely on acceleration or remediation. The literacy and talent development facilitators team teach with teachers and model lessons within the classrooms as they coach teachers to utilize best practices. One on one instruction is enhanced through the use of volunteers and trained teacher assistants.

We believe that children must be actively engaged in learning, rather than passively completing worksheets, which require only literal level thinking. Teachers provide instruction using a variety of tools such as graphic organizers, rubrics, manipulatives, a variety of genres, technology, research projects, literature circles, Writers' Workshop, Reader's Theater, and the Paideia Seminar. Through the teach/assess/re-teach or enrich cycle, teachers make sure that students are mastering the required curriculum at the highest level possible.

We are utilizing inclusionary practices in order to provide the least restrictive environment for our students and to provide for a team teaching approach through modeling and coaching by the resource teacher. Collaborative planning has become the key to the delivery of instruction that will help students reach their potential as they continue to work alongside their non-disabled peers.

Professional Development and Its Impact on Improving Student Achievement:

Much of our professional development is site-based. Through the use of needs assessments, informal and formal observation data, staff surveys, and an analysis of assessment data we are able to tailor our professional development to meet the needs of McKee's staff and students. All professional development is based upon providing teachers with the skills and knowledge necessary to impact student achievement at the highest level possible.

Professional development in the area of literacy is ongoing. Through the analysis of assessment data, teachers have received training in the use of questioning strategies, vocabulary development, and the Paideia Seminar. This year we are partnering with seven other elementary schools to present Question, Answer, Relationship (QAR) training with a national consultant. Professional development occurs as our literacy and talent development facilitators plan weekly with teams to secure resources, model lessons, and coach staff in delivering best practices. Our teachers continue to upgrade their skills in technology. The technology facilitator offers a menu of activities, taking place in our lab on a weekly basis, from which teachers may choose. These range from creating spreadsheets to developing web pages. The use of technology can be seen as teachers use lesson planners and grade keepers for data collection. Technology is integrated into other subject areas as a result of professional development.

The staff engaged in a book study using Todd Whitaker's book, *What Great Teachers Do Differently*. From this book study and through the integration of ideas from our School Improvement Plan, teachers developed their individual growth plans. We are also meeting in cross grade level teams to discuss the standards at each grade level and to develop ways to make the transition from one grade to the next successful. With our professional development being led by our own staff members, staff has been able to make connections between activities and has reflected on how to revise and dialogue collegially among one another. The impact is evident as our students continue to surpass growth standards.

MCKEE ROAD SCHOOL ASSESSMENT DATA

Reading
Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	98	98	98	97	95
% At Level IV (above grade level)	76	78	83	73	69
Number of students tested	127	153	217	216	209
Number of Valid Scores	127	153	217	216	209
Percent of total students tested	99	98	99	99	99
Number of students excluded **	1	4	2	2	1
Percent of students excluded **	1	3	1	1	1
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	89	78	100	91	70
% At Level IV (above grade level)	33	44	43	55	30
Number of students tested	9	9	7	11	10
2. White					
% At or Above Level III (on grade level)	98	99	98	98	96
% At Level IV (above grade level)	79	83	84	74	72
Number of students tested	107	133	191	201	190
3. Other					
% At or Above Level III (on grade level)	100	100	95	*	89
% At Level IV (above grade level)	82	55	95	*	56
Number of students tested	11	11	19	*	9
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	*	71	*	*	*
% At Level IV (above grade level)	*	43	*	*	*
Number of students tested	*	7	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	98	99	98	97	95
% At Level IV (above grade level)	78	80	84	74	70
Number of students tested	122	143	215	215	206
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	83	92	85	76	70
% At Level IV (above grade level)	25	50	55	29	10
Number of students tested	12	12	20	21	20
STATE SCORES					
% At or Above Level III	83	83	80	76	74
State Mean Score	248	248	148	147	147

* Data is not reported for subgroups with student counts less than 6.

** For 2003-04, 2002-03, and 2001-02 school years, counts & percents represent students who were excluded from taking the EOG for one of the following reasons: LEP Status, student was accessed on AAI, AAP, or NCCATS (2001-02 only)

For 2000-01 & 1999-00 school years, counts & percents represent students who were exempt from taking the regular EOG.

MCKEE ROAD SCHOOL ASSESSMENT DATA

Reading

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	97	97	97	97	95
% At Level IV (above grade level)	72	78	74	63	69
Number of students tested	152	137	228	226	194
Number of Valid Scores	152	137	228	226	194
Percent of total students tested	99	99	99	98	98
Number of students excluded **	2	1	2	4	0
Percent of students excluded **	1	1	1	2	0
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	86	78	92	86	*
% At Level IV (above grade level)	57	33	58	43	*
Number of students tested	7	9	12	7	*
2. White					
% At or Above Level III (on grade level)	99	98	97	97	97
% At Level IV (above grade level)	74	81	75	64	70
Number of students tested	132	113	208	205	172
3. Other					
% At or Above Level III (on grade level)	92	100	100	93	88
% At Level IV (above grade level)	54	80	75	57	71
Number of students tested	13	15	8	14	17
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	67	57	*	*	*
% At Level IV (above grade level)	44	0	*	*	*
Number of students tested	9	7	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	99	99	97	96	96
% At Level IV (above grade level)	73	82	75	64	69
Number of students tested	143	130	224	225	192
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	86	70	68	88	90
% At Level IV (above grade level)	43	50	46	31	45
Number of students tested	14	10	22	16	20
STATE SCORES					
% At or Above Level III	84	84	77	75	72
State Mean Score	252	253	151	150	150

* Data is not reported for subgroups with student counts less than 6.

** For 2003-04, 2002-03, and 2001-02 school years, counts & percents represent students who were excluded from taking the EOG for one of the following reasons: LEP Status, student was accessed on AAI, AAP, or NCCATS (2001-02 only)

For 2000-01 & 1999-00 school years, counts & percents represent students who were exempt from taking the regular EOG.

MCKEE ROAD SCHOOL ASSESSMENT DATA

Reading
Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	98	99	99	97
% At Level IV (above grade level)	74	79	78	76	78
Number of students tested	143	165	224	209	174
Number of Valid Scores	143	165	224	209	174
Percent of total students tested	99	100	99	99	99
Number of students excluded **	1	0	3	3	0
Percent of students excluded **	1	0	1	1	0
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	92	86	100	83
% At Level IV (above grade level)	44	46	71	50	67
Number of students tested	9	13	7	6	6
2. White					
% At or Above Level III (on grade level)	99	99	99	98	98
% At Level IV (above grade level)	76	82	78	78	79
Number of students tested	114	142	203	183	154
3. Other					
% At or Above Level III (on grade level)	100	100	100	100	93
% At Level IV (above grade level)	75	80	79	70	79
Number of students tested	20	10	14	20	14
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	86	100	*	*	*
% At Level IV (above grade level)	14	33	*	*	*
Number of students tested	7	6	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	100	98	99	99	98
% At Level IV (above grade level)	77	81	78	77	79
Number of students tested	136	159	222	207	172
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	88	88	93	100	86
% At Level IV (above grade level)	0	29	36	61	43
Number of students tested	8	17	14	18	14
STATE SCORES					
% At or Above Level III	90	89	85	83	79
State Mean Score	257	257	156	156	155

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MCKEE ROAD SCHOOL ASSESSMENT DATA

Mathematics

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100	98	97	99	94
% At Level IV (above grade level)	80	86	81	81	65
Number of students tested	127	154	218	216	210
Number of Valid Scores	127	154	218	216	210
Percent of total students tested	92	98	100	99	99
Number of students excluded **	1	3	1	2	0
Percent of students excluded **	1	2	1	1	0
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	78	100	100	70
% At Level IV (above grade level)	56	56	57	82	20
Number of students tested	9	9	7	11	10
2. White					
% At or Above Level III (on grade level)	100	99	97	99	95
% At Level IV (above grade level)	80	88	82	81	69
Number of students tested	107	134	192	201	191
3. Other					
% At or Above Level III (on grade level)	100	100	95	*	100
% At Level IV (above grade level)	91	82	79	*	44
Number of students tested	11	11	19	*	9
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	*	63	*	*	*
% At Level IV (above grade level)	*	25	*	*	*
Number of students tested	*	8	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	100	100	98	99	95
% At Level IV (above grade level)	80	89	82	81	67
Number of students tested	122	122	215	215	206
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	100	92	86	95	67
% At Level IV (above grade level)	33	54	52	52	24
Number of students tested	12	13	21	21	21
STATE SCORES					
% At or Above Level III	89	89	77	74	72
State Mean Score	253	253	251	251	144

* Data is not reported for subgroups with student counts less than 6.

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MCKEE ROAD SCHOOL ASSESSMENT DATA

Mathematics

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	100	99	100	99
% At Level IV (above grade level)	94	88	83	85	77
Number of students tested	152	137	230	228	194
Number of Valid Scores	152	137	230	228	194
Percent of total students tested	99	99	100	99	99
Number of students excluded **	2	1	0	4	0
Percent of students excluded **	1	1	0	1	0
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	100	100	100	*
% At Level IV (above grade level)	57	67	62	50	*
Number of students tested	7	9	13	8	*
2. White					
% At or Above Level III (on grade level)	100	100	99	100	100
% At Level IV (above grade level)	96	89	84	86	79
Number of students tested	132	113	209	206	172
3. Other					
% At or Above Level III (on grade level)	92	100	100	100	94
% At Level IV (above grade level)	92	93	88	93	88
Number of students tested	13	15	8	14	17
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	89	100	*	*	*
% At Level IV (above grade level)	56	29	*	*	*
Number of students tested	9	7	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	100	100	100	100	100
% At Level IV (above grade level)	97	92	84	86	78
Number of students tested	143	143	225	226	192
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	100	100	96	100	95
% At Level IV (above grade level)	79	70	42	61	55
Number of students tested	14	10	24	18	20
STATE SCORES					
% At or Above Level III	95	95	90	87	84
State Mean Score	259	259	257	256	153

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MCKEE ROAD SCHOOL ASSESSMENT DATA

Mathematics

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100	98	99	99	97
% At Level IV (above grade level)	94	87	94	95	79
Number of students tested	143	165	225	211	174
Number of Valid Scores	143	165	225	211	174
Percent of total students tested	99	100	99	100	100
Number of students excluded **	1	0	2	3	0
Percent of students excluded **	1	0	1	1	0
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	100	100	100	100
% At Level IV (above grade level)	78	69	88	71	83
Number of students tested	9	13	8	7	6
2. White					
% At or Above Level III (on grade level)	100	99	99	99	98
% At Level IV (above grade level)	94	89	94	96	78
Number of students tested	114	142	203	184	154
3. Other					
% At or Above Level III (on grade level)	100	90	100	100	100
% At Level IV (above grade level)	100	80	100	100	86
Number of students tested	20	10	14	20	14
4. Free/Reduced-price Lunch					
% At or Above Level III (on grade level)	100	83	*	*	*
% At Level IV (above grade level)	86	67	*	*	*
Number of students tested	7	6	*	*	*
5. Full Price Lunch					
% At or Above Level III (on grade level)	100	99	99	99	97
% At Level IV (above grade level)	94	88	94	95	79
Number of students tested	136	136	222	208	172
6. Exceptional Students (non-gifted)					
% At or Above Level III (on grade level)	100	100	100	0	86
% At Level IV (above grade level)	63	59	87	100	43
Number of students tested	8	17	15	20	14
STATE SCORES					
% At or Above Level III	93	93	88	87	83
State Mean Score	263	262	261	260	160

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For 2000-01 & 1999-00 school years, counts & percents represent students who were exempt from taking the regular EOG.